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ABSTRACT

This guide describes specific strategies that can be used by an adult tutor to help students prepare for the high school basic competency test in mathematics and reading. Included are test taking tips and a series of suggestions for practice work in reading and math. The use of practical materials such as newspaper advertisements and telephone bills is emphasized. Suggestions for building up a student's self-confidence are also made. Samples of test questions, answers to the questions and a tutor evaluation form are included. Listings of summer schools which provide basic competency programs and agencies which sponsor tutors are appended. (EB)

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Competency Tutoring Program

A Program of the
Public Education Association's
CAMPAIGN FOR COMPETENCY

UD019537

COMPETENCY TUTORING PROGRAM

Tutor's Guide

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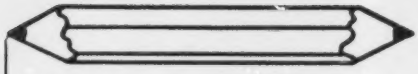


Dear Friend,

Welcome to the Competency Tutoring Program! You are extending a helping hand to one of 7,000 students who needs extra help to pass a basic competency test in reading and math in order to graduate.

Your good will, commitment and entusiasm can be the extra "magic" that enables a student to pass this test.

But remember, you cannot promise your student a passing grade. He or she may be too far behind to catch up all the way for the next test.

DON'T BE DISCOURAGED, AND ABOVE ALL DON'T LET YOUR STUDENT BE DISCOURAGED.

A student may take the Basic Competency Test again--in August, or in January, 1980 or anytime it is given until he or she reaches the age of 21.

A student who has not yet passed has a right to attend high school until the age of 21.

Encourage your student to continue in school and/or continue studying until the test is passed.

If you get this message across, you will have accomplished a great deal.

In this folder you will find a copy of the June 21, 1978 test, with answer sheet, some test taking tips and a series of suggestions for practice work in reading and math.

BE SURE YOU KNOW WHICH PART OF THE TEST YOUR STUDENT FAILED. SOME WILL NEED HELP IN BOTH READING AND MATH BUT MOST NEED TO RETAKE ONLY ONE PART TO GRADUATE.

We invite you to work out additional tutoring techniques--suitable to you and your student.

Also included is a tutor's evaluation sheet. Please take a few minutes to fill this in and share your experiences with us.

You have an exciting and worthwhile task. You are participating in the first phase of a compaign for competency aimed at ensuring that students learn the basic skills long before their senior year!

Good luck and thank you!

Mildred E. Jones
Director
School Volunteer Program

David S. Seeley
Director
Public Education Association

An Encouraging Word

FIRST THINGS FIRST

Establish a regular meeting time and place.

Exchange phone numbers so that if a meeting must be changed, you or your students can inform the other party.

Emphasize your students' responsibility and your own for attending the sessions and for being on time.

* * * *

The single most important element in helping the students you are tutoring is to build up their self confidence! They must be lead to realize how much they already do know. Most of these students know most of what they need to know in order to pass the test but lack the self confidence to use that knowledge.

- Start each session with something your students can do in order to establish an initial feeling of success.

- Many students are afraid and embarrassed to give wrong answers. Assure them that their mistakes guide you in helping identify where they need help most.

- Give your students time to give their answers. If a student says nothing after a relatively short pause, ask another question, or give a clue to answering the first question. Try to avoid the agony of a long silence.

- Encourage students to figure things out for themselves. Don't supply answers before you've asked them to think.

- At the beginning of each session, explain the purpose of the activity planned so that your students understand what they are expected to learn.

- Give your students work to take home for review. Avoid calling such material "homework". Keep a record or copy of anything they take home so that you can review it at the beginning of your next meeting.

- Try not to be discouraged if you must re-teach something which you thought your students had mastered. Normal teaching steps usually include teaching, application, review and re-teaching if necessary.

Remember! Most students have been over this material many times before. As you help them improve their skills, be as inventive as possible!

When students do something well, tell them. They need to hear it!

We encourage all tutors to take both portions of the Competency Test before they meet with their students. This should give all a better understanding of potential problems and helpful strategies.

Reading

There are only 40 questions in all on the reading portion of the test. ONLY 26 RIGHT answers are required to pass the test! Therefore...

- LEAVE NO QUESTIONS BLANK. ANSWER EVERY QUESTION
  Points are not taken off for wrong answers so they can't hurt and there is a good chance your students may guess correctly.

- THERE IS NO TIME LIMIT ON THE READING TEST! Students should relax, take their time and not rush.

THE STRATEGY

1. On the day of the test, instructions will be read to the students. Begin your tutoring by reading the instruction sheet aloud while your students look on. Discuss every point with your students to be sure that all is understood. Don't ask "Do you understand?" as a student is likely to say "Yes." to avoid embarrassment.

2. Ask your students to fold back and tear off the answer sheet on the last page of the test booklet. Have them fill in all information and remind them that they must sign their name at the close of the test. Practice of this procedure will remind students not to forget to sign the sheet on the day of the test.

3. When students take the practice test, be sure that they mark their answers with clear dark crosses as shown in the sample.

4. Go over copy of the June 1978 test with your students. Explain that you will focus on test-taking skills as you help improve their reading ability. Apply pertinent skills listed below as you go through the questions. YOU WILL NOTE THAT THE READING SECTION OF THE TEST DOES NOT REQUIRE JUDGMENT OR INTERPRETATION. IT IS A TEST OF A STUDENT'S SKILL IN LOCATING THE CORRECT INFORMATION.

■ UNDERSTANDING WORDS

Students can find the correct answers in most cases by correctly matching key words to identical words or to category headings. It is hoped, however, that the students will understand the words with which they are working. Try to expand vocabulary by selecting typical words in the subject of the practice material. Ideally, the student should segregate pages in a notebook for these words. For example, the page headed "Schedules" might have the words terminate, termination point. The definition should be in the student's words and should be a restatement of the tutor's explanation rather than a copy of the dictionary definition. It is not advisable to teach dictionary skills at this time. Encourage the student to add a sentence using the word when he reviews vocabulary at home.

■ TUTORING PROCEDURES

1. Have student take the reading test. (This will probably require more than one tutoring session.) When you go over answers with the student point out his or her strengths. Teach skills which are relevant and needed.

2. Emphasize materials your student understands to some degree because he or she has the best chance of getting these correct. Refer to the chart on a subsequent page which lists the types of materials on the last three tests to choose your areas of concentration.

   The two most difficult types of reading material seem to be application forms and food labels. The former have unfamiliar language and many details. Food labels have small print, many lines ,lines of print close together as well as unfamiliar words. Simplify the organization of the label by underlining major categories in red.

■ TEST-TAKING SKILLS

□ 1. Allocating Time

Students should skip a difficult question and go on to the next one. They should put checks in the margin so that they can return to that question after they complete the test. They should then use their best judgment to select one answer.

□ 2. Marking the Answer Sheet Accurately

Be sure that your students mark the answers they select below the question in the test booklet. They should transfer their choice to the answer sheet. To avoid miscopying, encourage them to say, "Question 23, Answer 2," to be sure they have filled in the corresponding space in the correct answer row. They should be taught to hold a sheet of paper with a straight edge under the row.

□ 3. Reading Questions and Answers Before Reading the Copy

Students should read the questions and the answer choices before reading the material. In this way they know what to look for as they read. They should not read material unrelated to the question.

□ 4. Underlining Key Words in the Question

Example: "If your income was over $9,000 but not over $11,000, how much would your tax be?

The students should locate the proper line on the accompanying tax rate schedule following the headings "over" "but not over." They should hold a piece of paper under the line and follow across to the answer.

□ 5. Using Key Words to Locate the Answer

Often the key words in the question can be matched exactly with headings in the material. These headings may appear above columns, paragraphs or sections of the material to be examined. Sometimes the print is darker or larger than the rest of the copy.

✱Example: "Which team defeated San Francisco in the National League?"

One of the five scoreboards supplied is entitled "National League." The proper line is then selected from that scoreboard.

The students should look for a paraphrase or restatement of the key words in the question if the key words are not repeated in their original form.

✱Example: "If you wanted to be readmitted to the Magic Kingdom the same day at no extra charge, you must....."

The section of the notice which applies is entitled "Readmission - Magic Kingdom."

Another example uses the phrase "can be avoided" in the question. The answer uses the phrase "can head off the problem."

□ 6. Using the Question Word as a Key Word

Since each question word needs a different kind of answer, a student must look for an appropriate response. The following question words usually expect a specific response:

who - the name of a person or persons
what - the name of a thing or an event
where - a place
when - a word or phrase that tells what time or in what order something happens
why - a reason
how - in what way something is done
or
how much, how many - an amount

□ 7. Noting a Key Sequence Word

Students should be aware of words which relate to the sequence of events or steps. Such words are first, second, third, then, after before, now, when, next, last, finally.

□ 8. Determining the Form or Organization of the Material

Train and bus schedules have headings. Movie schedules may use the following format:

Theater name, location, name of movie, movie rating, time of showing.

Depending on the question, the student chooses the proper listing and then selects the required information,

✱Example:

Question: "At what time does 'The Groove Tube' start at Cine 1-2-3-4-5-6?"

Schedule: Cinema 3 - "The Groove Tube" (R) 2,4:30 7, 9:30 P.M.

Cine 1-2-3-4-5-6, Northway Mall, Colonie - "Won Ton Ton" (PG), 7:25, 9:25 P.M.; "The Groove Tube" (R), 8:35 P.M.

Students must locate the proper theater and then look for the name of the movie.

□ 9. Recognizing the Relationship Between a Question and Answer When the Words Are Inverted

The identical words used in the question may appear in the body of the material as a statement.

✱Example:

Question: "Who is holding a used book sale?"

Advertisement: "Rochester Public Library's
2nd Gigantic
Used Book
Sale"

□ 10. If the question requires a proper name or a number for the answer, material can be scanned to pick up the sentence/s in which there is a number or a proper name (easily identified by a capital letter). The selected sentence is then read carefully and matched with the question.

✱Example:

Question: "If you wanted to make a reservation at the Golf Resort directly, you would call (305)....?"

The answer is a telephone number. Students should look for the section of the ad which lists telephone numbers. They locate the one for the Golf Resort.

□ 11. Comparing the Answer with the Question

As a final step students can double check by going back to the question. Sometimes they realize that their choice makes no sense. An answer to "When" is not appropriate for a question starting with "Who."

Sometimes students select an answer because they recognize a prominent word used in the text. They must check to see if the word relates to the question.

□12. Noting Negative Wording of Questions

Students should be aware of unusual questions such as those asking what is NOT included in the material to be read.

Example:

Question: "In this ad there is no mention of a sale on

Answer: 1 - sheets 3 - towels
2 - blankets 4 - washcloths

There must be a matching procedure. The single item not found in the copy is the answer.

■ PRACTICAL PRACTICE ■

Ask your students to read signs around them when they walk in the street, ride buses and subways, look at newspapers. Suggest that they copy on paper, whenever possible, new words in phrases or sentences which you can look over together.

How To Use The Materials Listed Below

Ask the student to:

select the proper category in a listing
find an important detail in an ad or label
locate one item in a schedule or listing
scan printed matter for: a date
a time
a phone number
a proper name
follow directions as in a recipe or a game
use a key in a listing (e.g. PG in a movie listing)

Materials From Everyday Life

Newspapers (the most fruitful single source of material)

Book Section: Best Seller Listings
Classified Ads: Employment Opportunities
Automobile Exchange
Real Estate Offerings
Regular Advertising, e.g. Airline Ads
Weather Charts
Ship Departures
Sports Scores, e.g. NBA results
A News Summary Listing
A Newspaper Index
TV, Radio, Movie Schedules

Bills e.g. telephone, gas electric bills , Charge Statements, Bank Statements

Charts listing rates, e.g. Sales Tax table, Income Tax table, Interest Charges, Insurance Rates, Wage Rates

Directions:

Game Rules
Labels e.g. food preparation, dosage of medicine
Operating Instructions for machines and appliances
Washing Directions on wearing apparel

Forms:

Auto Insurance Application
Contest Entry Forms and Requirements
Department Store Charge Account Applications
Driver's Test Application
Job Application - Civil Service forms
Loan Application - a Bank, Loan Co., Automobile Co.
Mail Order form - Sears Roebuck or Dep't Store catalogues
Money Order form
Social Security Application
Warranty Registration Card

Labels: Food and Nutrition Information, e.g. cereal boxes, Jello cola drinks, Medicine ingredients, e.g. vitamins, ointments

Magazines: Table of Contents

Maps: A simple street map such as one printed in an advertisement to give directions and to show a building location.

Money Management:

A check and stub
Deposit and withdrawal
A Money Order
A passbook
Travelers Checks

Recipes - A cook book index can also be used

Restaurant Menus

Red Cross First Aid Book: artificial respiration, first aid for burns

Telephone Book, especially the Yellow Pages
special listings such as "Emergency Numbers"
Long Distance Telephone Rates

Timetables: airline, bus train

Warrantys and Guarantees: small appliances such as a hair dryer

* * * * *

■ BASIC VOCABULARY ■

The following is a list of words commonly encountered in daily life. They are typical of the words which you should select to work on from the practice material. Assemble a list of abbreviations from the practice material also. It is rarely advisable to go over a list except for review purposes.

- accept(able)
  accomodations
  (are) accompanies (by)
  additional (charge)
  admit-admission
  (in) advance
  announce(ment)
  apply-application
  approximate(ly)
  attend
  assist(ance)
  available (unavailable
  avoid

- catalog (catalogue)
  certain (days)
  certify
  certificate
  charges
  compare
  complete (a form)
  connect (disconnect)
  consumer
  continue

- damaged
  depend
  (is) designed (to)
  determine
  device
  (call) directly
  discard
  discount
  disturb
  due

- emergency
  enroll
  entitles
  equip(ment)
  exam(ination)
  expense
  extend-be extended
  exterior
  extinguish

- facilities
  fee

- handling (charge)
  high-er-est

- identity-identify
  identification
  immediate
  include
  (dates) inclusive
  indicate
  inform ation
  institute
  instruction
  interior
  invalid (valid)
  invite-invitation
  item

- join

- license
  locate-location
  low-er-est

- maximum
  minimum

- non-member
  notice

- object (of the game)
  obtain
  offense
  operate (a machine)
  opportunity

- partial
  payment
  permit (noun, verb)
  physical
  position
  postage
  prefer(ence)
  prepare-preparation
  previous
  proof
  provides
  purpose

- rated
  rear
  recent
  reduce
  register-registration
  regulate-regulations
  regular (price)
  regular (on a steady bas

- request
  replace
  remove
  require
  reserve-reservation
  reside-residence

- schedule
  select-selection
  serve-serving
  session
  shipping and
  handling costs
  or charges
  signature
  specific

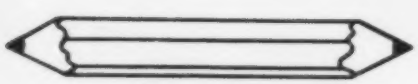
- total number
  transportation

- valid
  violate-violation
  warning

TYPES OF MATERIAL USED IN PAST COMPETENCY TESTS

	NUMBER OF QUESTIONS		
	Jan. '78	June '78	Jan. '79
Notices, announcements, charts*	20	17	11
Schedules	-	5	5
Ads (e.g. catalogues, coupons)	5	7	7
Applications and other forms	5	7	7
Recipes	3	2	2
Labels listing contents	-	2	2
Directions	4	-	3
Bills	2	-	3
Maps	1	0	0
Total questions	40	40	40

* Many questions are based on notices and on charts in which information or numbers are organized in a form which requires cross -referencing.



A copy of the Basic Competency Test in Mathematics is included in this kit. Use it first to find out where your students need help. Then use it as a teaching tool and review sheet. Tests in general and fear of mathematics specifically is the greatest hindrance to students passing the math portion of the test. Many students know the answers to questions, but freeze when taking tests. Your job is to encourage confidence and to build on skills your students already have. The following information and specific math test-taking techniques are crucial to your students and should go a long way to instill much needed confidence.

There are only 50 questions in all on the mathematics test. ONLY 33 RIGHT answers are required to pass the test! Therefore...

- LEAVE NO QUESTIONS BLANK. ANSWER EVERY QUESTION. Points are not taken off for wrong answers so they can't hurt and there is a good chance your students may guess correctly.

- THERE IS NO TIME LIMIT ON THE MATH TEST! Students should relax, take their time and not rush.

THE STRATEGY

1. Students should first do all the problems they feel sure they can get get right (Mark these with a check in the margin) (Count them. If there are 23, they only need 10 more to pass. That's encouraging!)

2. They should then go back over the test and evaluate the remaining problems. They should first try those which seem possible, using estimates, calculations, etc. (mark these with a ?). Then, they should guess at those for which the students have not a clue. (mark these with an X).

   Students can go back to questions marked with question marks and x's as often as they wish. Later they will be gratified to see that estimating is better than guessing but that guessing is better than simply leaving it blank.

3. Encourage students to read the whole problem before starting work on it. As they read, students should underline or circle important information and imagine what is described by drawing pictures.

4. Students should write on the test booklet - noting which answers are possible, crossing out those that are logically impossible. The result of this technique is that they have fewer choices from which to guess and better odds of getting the right answer.

5. Show students how to do problems backwards. For instance, if they can't divide 3/15, try multiplying 3 of each by the multiple choice answers. Choose the one that matches 15.

TAKING THE TEST

Give the test to your students. Review the strategies and reinforce these ideas throughout the tutoring process.

Read the instructions for taking the test aloud while your students look on. Discuss every point with your students to be sure they understand. Don't ask, however, "do you understand?" They are likely to say "yes" to avoid embarrassment.

Practice with the answer sheet. Many students make errors when recording answers on their answer sheets. To avoid mistakes, have them mark the answers in the booklet and then transfer them to the answer sheet. Teach them to say "question 25, answer 1." Students should be encouraged to hold a sheet of paper with a straight edge under the row. Remind them to mark their answers with a clear, dark X as in the sample. Remind them to sign the answer sheet. Make extra copies of the answer sheet for later use.

After your students have taken the test under your supervision, together you must do an analysis of where help is most needed. Go over the entire test with your student.

There are basically six kinds of problems on the test:

- Whole Numbers: questions 1-5, 17, 19, 21, 26, 27, 29, 30, 33, and 50.
- Decimals: questions 11-14, 37, 38, 39, 40, 47, and 49.
- Fractions: questions 6-10, 18, 24, 25, and 44.
- Percentages: questions 15, 16, 23, 42, 45, 47, and 48.
- Geometry: questions 29, 30, 31, 32, and 41.
- Graphs: questions 34-36.

Count how many errors there are in each category. This will help you decide where to spend your time. The math test presents the same problem in different ways. Your students should be aware of these variations and of math labeling vocabulary that may be used. Be sure to include your students in this process as the more practice they have in labeling and categorizing problems, the better.

◀ WHOLE NUMBERS

Make sure your students know the difference between the four basic operations: addition, subtraction, multiplication and division. They should also know the equivalence of sign and word, e.g., x means to multiply.

If your students did not compute correctly, check to see if they know their multiplication tables.

✱What To Do!

1. Make up problems like the ones your students missed. Have your students do them with pencil and paper and discuss with you out loud exactly what they're doing.

2. Make flash cards to practice single number operations and tables. Your students can make the cards and practice at the same time.

3. Teach estimation techniques. Use them to practice picking answers before doing a problem.

4. Teach the technique of checking by using an inverse operation: e.g., to check 4 x 17 = 68, do the following:

$$\begin{array}{r} 17 \\ 4\overline{)68} \end{array} \quad \text{or} \quad \begin{array}{r} 4 \\ 17\overline{)68} \end{array}$$

Addition: Add 12 and 23. The sum is 35.

$$\begin{array}{r} 12 \\ +23 \\ \hline 35 \end{array}$$

Subtraction: Subtract 11 from 17. The difference is 6.

$$\begin{array}{r} 17 \\ -11 \\ \hline 6 \end{array}$$

Multiplication: Multiply 73 by 7. The product is 511.

$$\begin{array}{rl} 73 & \text{— multiplicand} \\ \times 7 & \text{— multiplier} \\ \hline 511 & \text{— product} \end{array} \qquad 73 \times 7 = 511$$

Division: 16 divided by 4 is 4.

$$\begin{array}{rl} & 4 \text{ — quotient} \\ \text{divisor —} & 4\overline{)16} \text{ — dividend} \end{array} \qquad 16 \div 4 = 4$$

◀ DECIMALS

In adding and subtracting, check to make sure your students know that the decimal in the answer always goes directly under the decimals in the problem.

In multiplying, they must know that you have to count the places to the right of the decimal point in both the multiplier and the multiplicand. You then add them together to know where to put the point in the answer.

In dividing, they should know to always move the decimal so that the divisor is a whole number and then a decimal must be moved the same number of places in the dividend. In the answer, the decimal is straight above where it moved to in the dividend.

✱ What to do!

1. Again, make up problems like the ones your students miss.

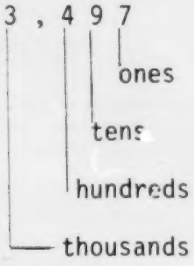
2. Ask your students to make them up. Have them do the problems with pencil and paper discussing each step out loud with you.

Place value

value means amount

digit means number

places means



◀ FRACTIONS

Make sure your students can draw a pie or bar and divide it it into halves, quarters, thirds and eighths.

To add or subtract fractions, students must first find a common denominator (bottom number) and then add or subtract the numerators (top numbers) only.

$\frac{1}{2}$ = Numerator
$\frac{1}{2}$ = Demonimator

$\frac{1}{3} + \frac{1}{2} = \frac{2}{6} + \frac{3}{6} = \frac{5}{6}$ (common denominator)

$\frac{1}{2} - \frac{1}{5} = \frac{5}{10} - \frac{2}{10} = \frac{3}{10}$ (common denominator)

To multiply fractions, you must multiply top numbers by each other and bottom numbers by each other.

$$\frac{3}{4} \times \frac{2}{3} = \frac{6}{12}$$

Then see if you can reduce the answer:

$$\frac{\cancel{6}^{1}}{\cancel{12}_{2}} = \frac{1}{2}$$

To divide fractions, you take the second fraction and invert it. Then treat it as a multiplication problem.

$\frac{2}{3} \div \frac{1}{2}$ is the same as $\frac{2}{3} \times \frac{2}{1}$

Multiply $\frac{2}{3} \times \frac{2}{1}$ and you get $\frac{4}{3}$

This should be changed to 1 1/3.

✱ What to do!

1. Practice together the type of problem that your students are missing.
2. Draw out problems, talk them out and solve them.

◀ WORD PROBLEMS

Students should be able to turn problems into the correct sequence of operations. This often requires equating words. For instance, withdraw means subtract, deposit means add, triple means multiply by 3, double means multiply by 2.

✱ What to do!

Review the meanings of the following representative words:

more	reduce
most	withdrawal
deposit	balance
fewer	digit
less	

◀ AVERAGING

Add numbers together.

$$\begin{array}{r} 13 \\ 15 \\ 14 \\ \hline 42 \end{array}$$

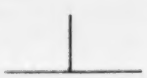
Then divide the sum by the number of items.

$$3 \overline{)\,42}$$

14 is the average of 13, 15, 14

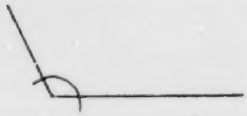
◀ GEOMETRY

Perpendicular:



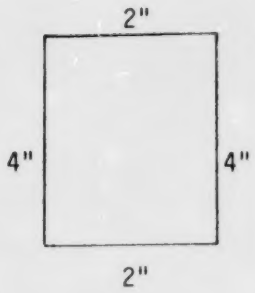
A right angle is a 90° angle:

An angle larger than 90° looks like this:



An angle smaller than 90° looks like this:

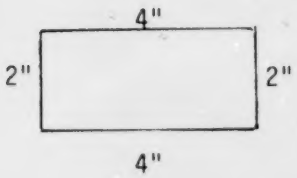
To get the perimeter (distance around a straight sided figure) add the 4 sides.



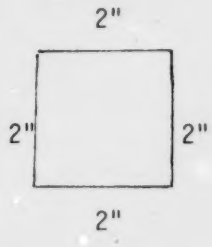
2" + 4" + 2" + 4" = 12"

Perimeter = 12"

To get the area (square inches, feet or meters) of a sqaure or rectangle multiply length by width.

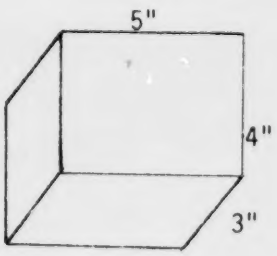


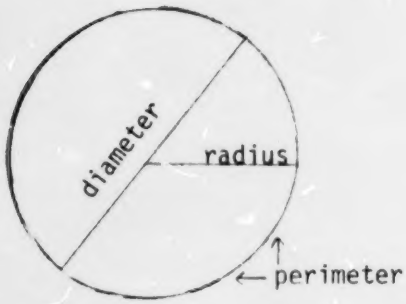
2" x 4" = 8 square inches
area = 8 square inches



2" x 2" = 4 square inches
area = 4 square inches

4" x 5" x 3" = 60 cubic inches
Volume = 60 cubic inches





The radius is the straight line distance from the center of a circle to the side. The diameter is the straight line distance from one side of the circle to the other going through the center. The perimeter is the distance around the circle.

◀ PERCENTS

Students should be able to change a % to its decimal and the decimal to its fraction. e.g. 50% = .50 = 1/2

What every student should know:

25% = .25 = 1/4
50% = .50 = 1/2
75% = .75 = 3/4

Nearly all percentage problems are multiplication problems. 15% of 45 is the same as

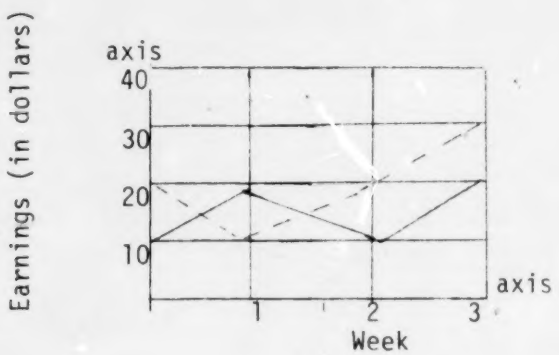
$$\begin{array}{r} 45 \\ \times\ .15 \\ \hline 6.75 \end{array}$$

✱ What to do!

PRACTICE!

◀ GRAPHS

Teach students to look for any codes that may tell what the graph means and to look at the axis (the left side and the bottom) for appropriate numbers.

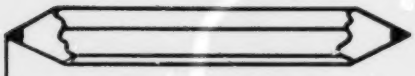


Code

Calvin----------
Paul_____

✱ What to do!

Practice making and reading simple graphs.



THE LAST WORD

Many of you will have students whose skills are so poor that they will not be able to pass the basic competency test this year.

But there is hope for these students. They can learn. Everyone can learn. Here's how to help:

REMEMBER!

Students have a right to continue their education at public expense until they are 21 years old or get a high school diploma.

This summer, there will be basic competency programs during summer session.

Summer Session: July 2 - August 17
9:00 a.m. - 1:00 p.m.

As we go to press the following schools have been designated as summer schools. More may follow.

Washington Irving H.S.
40 Irving Place (between
E. 16 & E. 17 Streets)
New York, N.Y. 10003
674-5000

Brooklyn Technical H.S.
29 Fort Greene Place
Brooklyn, N.Y. 11217
858-5150

Eli Whitney Vocational H.S.
257 North 6th Street
Brooklyn, N.Y. 11211
387-7658

Theodore Roosevelt H.S.
500 East Fordham Rd.
Bronx, N.Y. 10458
295-3600

Jamaica High School
167-01 Gothic Drive
Jamaica, N.Y. 11432
739-5942

New Dorp H.S.
Clawson St. & Lindberg Ave.
New Dorp, S.I., N.Y. 10306
987-6660

After the summer, the students should arrange with their high school to retake the test every time it is given until they pass.

OR CONTACT:

Auxiliary Services for High Schools
Board of Education, New York City
198 Forsyth Street
New York, N.Y. 10002
673-8254

Twelve centers operating both days and evenings offer preparation for the high school equivalency degree (GED).

FOR ONE-TO-ONE TUTORING IN THE BRONX CALL:

Frank Ireland
Bronx Project Read, Laubach Literacy International
Bronx Psychiatric Center
1500 Waters Place
Bronx, N.Y.
931-0600 Ext. 2057

FOR ONE-TO-ONE TUTORING IN BROOKLYN, QUEENS AND MANHATTAN CALL:

Literacy Volunteers of New York City
160 West 78 Street
New York, N.Y. 10024
873-4462

There may be a waiting list due to a shortage of tutors.

Share this information with any students who need it, and help them follow through with arrangements for further study.

* * *

Many thanks to:

Richard Erlanger, Design Consultant
Ethel Price, Reading Coordinator, School Volunteer Program
Marion L. Schwarz, Educational Consultant
Rae Paige Schwarz, Editorial Consultant
Stephen Willoughby, Professor of Mathematics Education, New York University

This Tutor's Guide and Basic Competency Test have been printed as a public service by the CONSUMERS UNION OF THE UNITED STATES, INC.

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TUTOR'S EVALUATION SHEET

Please complete one Evaluation for each student you tutor and mail to the Public Education Association (20 West 40th Street, New York, NY 10018) after your second tutoring session in June, BUT NO LATER THAN MONDAY, JUNE 11, 1979.

Tutor's Name:_____ Student's Name:_____
Address:_____ Address:_____
Home Phone:_____ Home Phone: _____
Business Phone:_____ School:_____

1. Where were you trained as a tutor for this program? ___ School Volunteers ___ Queens College ___ Brooklyn College ___ Lehman College ___ Hunter College ___ Staten Island ___ Other

2. Where did you tutor? _____
Name Location

3. What subjects did you tutor? ___ Math ___ Reading ___ Both

4. How many sessions in all did you spend with the student? _____
Total number of sessions

5. What was your student's score on the diagnostic competency test you administered?
____% in reading ____% in math

6. How would you rate your students chance of passing the June exam?
___ good ___ fair ___ poor

7. Do you think it is ___ likely ___ unlikely your student will seek tutorial assistance (either in school or out of school) if s/he fails the June exam?

8. Please evaluate the following:

	good	adequate	needs improvement
a. tutor training			
b. tutor's guide			
c. tutoring center facilities			
d. student's attendance			
e. usefulness of program			

9. How would you improve upon any of the above aspects of the program? _____

10. Please share any other observations, reactions or anecdotes with us. _____

11. Can you attend a reception in Manhattan on Monday, June 25, 1979 from 5:30 p.m. - 7:30 p.m. to discuss your ideas about the program? Details about the location will follow.
____ Yes ____ No

12. Would you like to continue as a school volunteer? ____ Yes ____ No

Thank you.

Please return to the Public Education Association (20 West 40 Street, New York, NY 10018) no later than June 11, 1979.

THE COMPETENCY TUTORING PROGRAM
is a collaborative effort of the following New York City organizations to help students learn the skills needed to pass the New York State Basic Competency Test:

The Public Education Association
New York City School Volunteer Program, Inc.
Advocates for Children of New York, Inc.
ASPIRA of New York
American Reading Council
Citizen's Committee for New York City
City-Wide Confederation for High School Parents
Community Service Society
Junior League of Brooklyn
Junior League of New York City
NAACP
New York Urban Coalition
New York Urban League
United Parents Associations
and others . . .

in cooperation with the New York City Board of Education.

The Public Education Association 20 W. 40th, NY, NY 10003

TO VOLUNTEER TO BE A TUTOR, CALL: 921-5620

TO GET A TUTOR, CALL: 532-1100

TO OBTAIN GENERAL INFORMATION ON THE CAMPAIGN FOR COMPETENCY, CALL: 354-6100